Research on Online and Offline College English Classroom Teaching Mode Based on MOOC Platform

Zhao Mei

Shandong Institute of Commerce & Technology, Jinan, Shandong, China

Abstract: At present, the concept of "Internet + education" is becoming more and more popular, which has a great impact on the traditional teaching mode. As an important part of cultivating students' language ability, college English teaching should closely combine the profound changes and actively promote MOOC+O2O mixing. In the development of teaching mode in colleges and universities, this paper deeply analyzes the mixed mode, and on this basis, puts forward relevant strategies and suggestions for the efficient implementation of mixed mode, in order to benefit from the continuous optimization of college English teaching in China.

1. MOOC and O2O teaching mode

1.1 MOOC teaching mode

MOOC (Massive Open Online Courses) is also known as MOOC in China. It is the abbreviation of large-scale open online teaching course. Specifically, it is the world-renowned institutions that upload high-quality courses on campus to the network (mainly MOOC platform). To maximize the learning of relevant knowledge in the world. The MOOC teaching model breaks through the limitations of traditional classrooms due to geography and time. It not only gives students a high degree of flexible learning time, but also frees teachers from traditional classrooms, enabling them to devote more time to the development of quality courses. The MOOC teaching model relies heavily on Internet technology. The content of the network-based MOOC platform is shown in Figure 1.
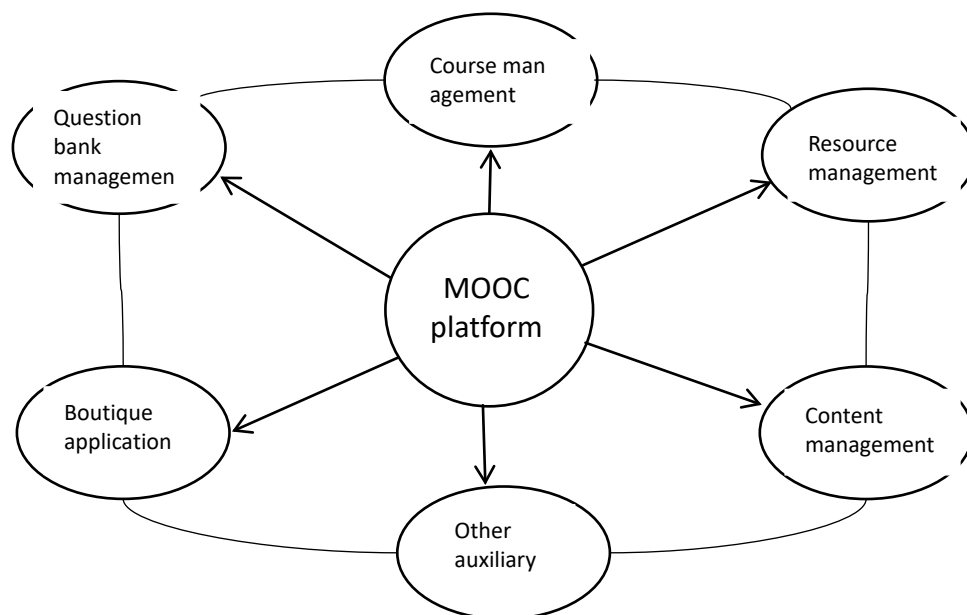

Fig. 1 MOOC

1.2 O2O teaching mode

The O2O (Online to Offline) teaching mode is an extension of the e-commerce O2O operation mode in the field of education. It refers to a new teaching mode formed by integrating online self-learning with offline traditional classrooms. The O2O teaching mode realizes the organic combination of the efficiency of online learning and the contextuality of offline classrooms. It has achieved great results in the flexibility of teaching. Teachers can reasonably arrange the proportion of online teaching and offline teaching according to the actual situation of students. Students can also master the knowledge they have learned through the online course review according to their own mastery. In addition, the O2O model and MOOC are both teaching innovations based on Internet technology. The mechanism of action in expanding the scope of teaching and deepening the teaching content is also very similar, and the differences between the two can complement each other, and there is a natural convergence trend. .

2. Analysis of online and offline mixed English teaching mode based on MOOC platform

2.1 Background of the mixed teaching mode

2.1.1 Trends in line with the trend of the times

At present, the concept of "Internet + education" has swept the world, and various educational concepts and educational models developed on the basis of cutting-edge information technology have emerged in an endless stream, and the process of educational informationization has been accelerating. The MOOC model expands the breadth and depth of the use of teaching resources. The O2O model realizes the integration of traditional teaching classrooms and online classrooms. However, these two models also have their own shortcomings. For example, the MOOC English teaching model lacks teachers and students. The interaction between the two sides is less in the concept of English learning and the exchange of ideas. The interaction between teachers and students is not fully realized. The O2O model has a wider scope of teaching than the MOOC model. There are certain limitations. Based on this, the teaching model that integrates the MOOC platform and the O2O model has become the trend of the times.

2.1.2 The status quo of college English teaching needs to be changed

In recent years, China's education field reform has entered a stage of comprehensive deepening, and has put forward higher realistic requirements for teaching concepts and teaching models. Under this background, there are still problems such as simplification of the model and informatization construction in college English teaching. A series of problems such as imperfect construction of teachers have hindered the improvement of the quality of college English teaching. In addition, although some colleges have tried MOOC and O2O teaching models, they are still not mature enough in terms of the development stage of the model, and their implementation effects are greatly reduced. For example, some colleges and universities have stopped practicing the MOOC model in traditional classrooms. The way to change to the form of network teaching, changing the soup does not change the medicine, completely deviate from the purpose of the MOOC model. Therefore, it is necessary to break the "difficulties" of college English teaching and make full use of the role of cutting-edge information technology in teaching. It is necessary to integrate the MOOC model with the O2O model, and improve the teaching effectiveness with mixed teaching.

2.2 The problem to be solved by the mixed English teaching mode

2.2.1 MOOC course has a higher dropout rate

Since the opening of the high-speed development process in 2012, the MOOC teaching model has been favored by the majority of learners. According to relevant surveys, students are more motivated to register for the MOOC course. However, when the investigation phase turns to the end of the course, they insist on learning. The number of MOOC courses is very small, leading to the

practice of MOOC teaching as an "anticlimactic" course.

2.2.2 Lack of teacher-student interaction in MOOC teaching methods

The MOOC course takes the form of online teaching. Although it can accommodate large-scale students to study at the same time, one of the problems that comes with it is that the real-time interaction between teachers and students is weakened or slow. The lack of teacher-student interaction, coupled with the long-term virtual environment of students in the MOOC course, can easily lead to some students' inattention or low interest in learning.

2.2.3 The evaluation mechanism of MOOC teaching is not perfect

The learning effect of any course should be guaranteed by a relatively complete evaluation and assessment mechanism. The evaluation system of MOOC mode is not perfect. Due to the lack of face-to-face communication between teachers and students, teachers can not understand the real learning situation of students through real-time monitoring. In addition, the machine There are also major deficiencies in the comprehensive consideration of students' learning effects.

2.2.4 Some courses are too professional and lead students to accept problems

Most of the MOOC courses are from world-renowned colleges and universities. They have high requirements for students' learning foundation and professional knowledge. In addition, many current MOOC courses are one-way teaching. Students can't get timely answers when they encounter learning disabilities, which leads them to The knowledge acquired is not reliable, and it is lagging behind the progress of the course in the long run, which will also lead to students' tiredness.

2.3 Mixed teaching mode practice matters needing attention

2.3.1 The concept of college English teaching should achieve change

MOOC platform online and offline mixed college English teaching smooth advancement, the first thing is to achieve the innovation of teaching concepts, the teaching of college English courses in China has always had the drawbacks of "heavy theory, light reality", English language skills for students The ability to use is seriously inadequate. This also led to the problem of the mixed teaching mode of MOOC+O2O being promoted in colleges and universities. Therefore, the concept of innovative education is the focus of current colleges and universities and the majority of English teachers, and only the innovation of educational concepts and mixed teaching are realized first. The advancement of the model can have the correct guidance.

2.3.2 Strengthen the initiative of students' English learning

The mixed teaching mode of MOOC+O2O relies heavily on students' initiative in English learning. As far as the current situation of college English teaching is concerned, the lack of initiative has always been a big problem in the improvement of teaching quality. Students lack initiative in English learning. Sex, either because of the low interest in the content being studied, or the lack of self-confidence in the basis of their own learning, the motivation for their in-depth study is not strong. To promote the mixed teaching mode of MOOC+O2O, we should fully recognize this problem in college English teaching and promote students' enthusiasm for learning through various means.

2.3.3 Weigh the compatibility of teaching content and mixed mode

The implementation of the mixed mode in college English teaching should always focus on the fundamental theme of teaching content. It is not possible to apply the mixed teaching mode blindly and ignore the reality of teaching content. For example, some of the more theoretical content in college English can organize students to learn independently through MOOC. This part mainly includes reading and writing. When the content is transferred to listening and language, it is necessary to use online. Under the teaching mode, through the teacher situation simulation and other means to achieve the improvement of students' English proficiency experience.

3. On-line and offline college English teaching implementation strategy based on MOOC platform

3.1 pre-course stage

In order to fully demonstrate the teaching effect of MOOC+O2O mode and improve the quality of college English teaching, first of all, teachers should thoroughly analyze the actual situation of students before class, including the students' English learning foundation and knowledge acceptance ability, so as to achieve the curriculum resources. The choice is targeted; secondly, the teaching video should be properly processed, and the video matching the teaching content should be selected. In order to strengthen the participation of students in English learning, small tests and activities related to the course content can be added to the video to attract students. Attention; in addition, the exercises and language skills of the course content should be controlled to control the difficulty, and should be consistent with the content of the teaching; finally, to establish a comprehensive student learning feedback platform, student information In the entry platform, teachers can arrange relevant tasks for student video learning on the platform. Students can also feedback the problems encountered in their English learning on the platform, encourage students to communicate with each other, and teachers guide them from the side. Thereby creating a good learning atmosphere for the mixed teaching mode. The specific mixed teaching mode design process is shown in Figure 2.
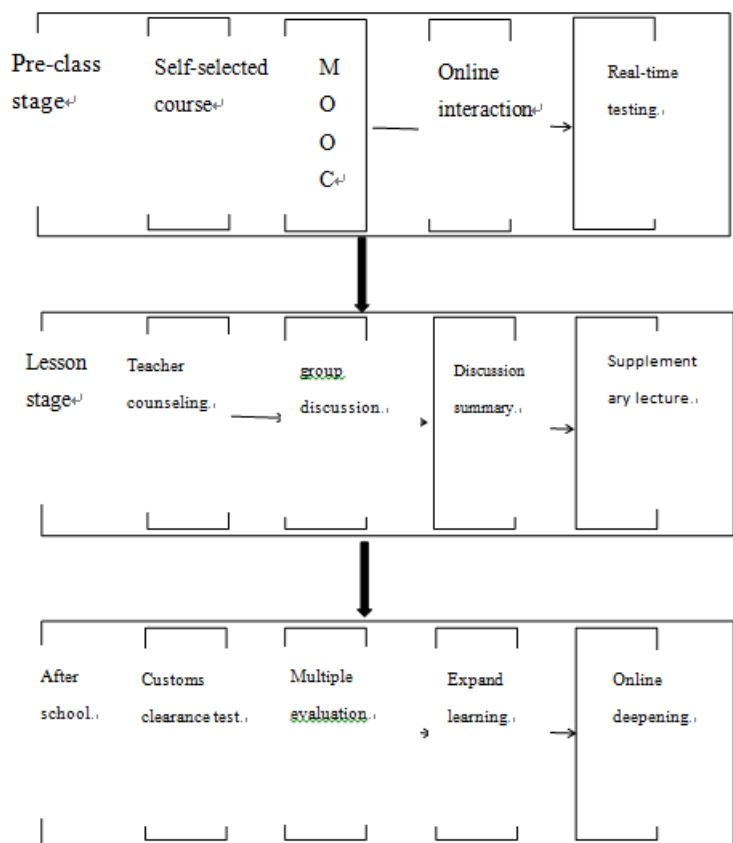

Figure 2 Mixed mode college English teaching design process

3.2 Lesson stage

The implementation of the in-class stage focuses on the internalization of English knowledge and skills. This stage is based on the face-to-face of the online and offline mixed teaching mode of the MOOC platform, and is also the key to the success of the model. In the pre-course period, the students have already studied the MOOC courses selected by the teachers, and have a preliminary understanding of the knowledge structure and context. Therefore, the focus of this stage is to organize students to conduct group discussions and teacher supplementary lectures. Some of the more practical English learning content, in addition, some of the questions generated by students in

the MOOC course also require teachers to provide face-to-face instruction. In the group discussion session, the teacher should reasonably configure the group according to the students' differences, and the students should carry out the task division independently, such as the role-playing activities in the situation simulation. For the English content with less overall requirements, the students will conduct independent research. However, it is included in the group's scores to achieve the integration of students' independent English ability and collaborative learning ability. In addition to the lectures, teachers should focus on common issues and provide selective explanations on individual issues based on the information on the feedback platform.

3.3 After the class

A perfect teaching evaluation system is an important guarantee for the effectiveness of the mixed teaching model. Looking at the current situation of college English teaching in China, we can see that the traditional teaching evaluation system is very thin. Many colleges still use the mid-term final written test method for students' English learning. The results of the test, the limitations of such methods are very significant, can not comprehensively consider the effectiveness of a student's comprehensive learning. Therefore, the online and offline mixed teaching mode based on MOOC platform should be innovative in the existing evaluation system. The evaluation mechanism under the mixed mode includes online and offline. The next two parts, the results of online learning depends on the learning effectiveness and online communication, so that students can recognize the necessity of autonomy and communication when learning English, and then achieve the diversification of evaluation indicators; offline performance assessment The innovation is to introduce the situational learning indicators, and strengthen the students' assessment of the actual use of English language.

4. Conclusion

College English teaching is the key to cultivating comprehensive talents with solid language skills. The school should thoroughly understand the current MOOC teaching mode and O2O teaching mode, and actively promote the MOOC+O2O mixed teaching mode in college English based on its own teaching practice. To meet the realistic needs of comprehensively deepening reforms in the field of education, we will further enhance the quality of English teaching in colleges and universities and help students develop in the long run.

References

[1] Liu Ying. Teacher role construction and strategy in O2O mixed teaching mode under MOOC conditions [J]. Science and Technology Journal (mid-term), 2019 (04): 70-71.

[2] Liu Ying. Research on College English O2O Mixed Teaching Mode Based on MOOC Platform[J]. Journal of Beijing City University, 2018(06): 35-38.

[3] Li Renxia. Construction of O2O Teaching Model Based on MOOC in Higher Vocational Education[J]. Journal of Kaifeng College of Education, 2018, 38(05): 146-147.

[4] Guo Mo. Practical Research on O2O Teaching Mode Based on MOOC in Higher Vocational English[J]. Journal of Jiamusi Vocational College, 2018(04): 396+398.